



Aims

- Our aim is that children become enthusiastic writers who demonstrate a growing mastery of the uses and types of writing and increasing competence in the skills of handwriting, spelling, punctuation and grammar.
- Children have equal access to the curriculum, regardless of gender, race or disability.

To achieve these aims:

- Children have experience of modelled, shared, guided and independent writing.
 - a. Modelled writing: Where specific aspects of writing, such as use of conjunctions or development of paragraphs, are modelled by the teacher, usually as part of the introduction to a lesson. The modelling is usually followed by time when the children write themselves. They are expected to learn from what they have learned from the modelling but not to copy the model text.
 - b. Shared writing: Where children and adults work together to produce a piece of writing with a specific target.
 - c. Guided writing: Where children work in a small group supported by an adult with a clear writing focus.
 - d. Independent writing: Where children plan, write and edit independently.
- Units of work include focused sessions on whole text, sentence and word level. A unit of work may include a task where the children pick out and analyse the features of the text. The model texts provide a framework for children's own writing.
- Children are taught the word class groups throughout the school.
- Grammar is taught as an integral part of each unit of work.
- Drama is used in the teaching of story writing to help children to understand, to extend and to sequence ideas.

Drama sessions typically involve warm up followed by activities from the list below:

- Freeze framing.

- Hot seating
- Forum theatre
- Thought tapping

Resources

- Handwriting models, spelling lists, dictionaries and thesauruses are all readily available to children when they write and children are taught to make use of them whenever they write.
- Writing slopes and triangular pencils are used when needed.

Assessment

- Half-termly writing assessments are carried out from reception to year six. These are analysed and used to form targets for the following term and monitor rate of progress.
- Children are encouraged to be self-evaluative using explicit success criteria for a given task as a measure of achievement. They are encouraged to celebrate what they have achieved and to identify the next steps they need to take.
- Children work in pairs to evaluate pieces of writing.
- Staff follow a whole school marking policy which helps to inform planning of guided sessions.
- Children are familiar with the marking policy so that they can evaluate their own and other children's pieces of work.
- Children in year six complete SAT writing tests in May. Children in years three, four and five complete non-statutory SAT tests which take place at the same time. The SAT results are analysed so that children who require additional support can be identified and can follow intervention programs.

Success criteria

- *Children see themselves as writers from an early age.*
- *Children are enthusiastic writers in a range of genres.*
- *Children achieve at or above national expected levels in writing as measured by teacher assessment and end of year SAT results.*
- *Children can plan, draft and edit writing.*
- *Children are enthusiastic writers who demonstrate a growing mastery of the uses and types of writing and increasing competence in the skills of handwriting, spelling, punctuation and grammar.*



Aims

- *We aim that children have increasing mastery of the techniques of story writing as they progress through the school, being able, by the end of year six, to plan stories quickly and effectively, write in a variety of voices and styles, use the conventions of story language, punctuate appropriately and accurately and check their work effectively.*

To achieve these aims:

- The long term plan provides opportunities for development of story-writing from year to year.
- In our teaching of story-writing we cover
 - **Story patterns**
 - **Planning**
 - **Beginnings and endings**
 - **Sequencing**
 - **Suspense**
 - **Settings**
 - **Characterisation**
 - **Character dilemma**
 - **Conveying the passing of time**
 - **Story themes and issues**
 - **Voice**
 - **Style**
 - **Types of story**
- In each year group, we draw on the following list of teaching points. The list includes the teaching points from the National Curriculum document. The list also includes the points of punctuation and grammar that are closely linked to story writing.

Italicised bullet points are generic and apply to all types of writing.

Reception

- *The children are taught to write simple sentences; sentences are the most important model of writing provided by the teacher.*
- *The children are taught to think about what they are going to write before writing and to read their writing back.*
- The children listen to, recite, discuss and act out stories.

- The children are taught to use experiences of stories as a basis for their own writing.

Year One

- *The children are taught to write basic sentences with a variety of beginnings.*
- *The children are taught to focus on appropriate vocabulary.*
- *The children are taught to use capital letters and full-stops.*
- *The children are taught a range of conjunctions to extend their sentences.*
- *The children are taught to consider the needs of the audience.*
- *The children are taught to check that their work makes sense, check that their sentences begin with a capital letter and end with a full stop and check that there are no inappropriate capital letters in the middle of sentences.*
- *The children are taught to write about events in personal experience linked to a variety of familiar incidents in story.*
- *The children are taught to use patterned stories as models for their own writing.*
- *The children make simple picture storybooks with sentences, modelling them on basic text conventions e.g. cover, layout, title, author's name.*
- *The children are taught to represent outlines of story plots using captions, pictures and arrows to record main incidents in order.*
- *The children are taught to build simple profiles of characters from stories read, describing characteristics, appearances and behaviour, with pictures, single words, captions, words and sentences from the text.*
- *The children are taught to write about significant incidents from known stories.*
- *The children are taught to write stories using simple settings.*

Year Two

- *The children are given further teaching to consolidate their understanding of the simple sentence and they are taught to extend sentences using a range of conjunctions.*
- *The children are taught to check that their writing makes sense, that they have used full stops, question marks and capital letters correctly in sentence punctuation, that they have used capital letters correctly for names, places and titles, check that their writing is joined correctly and check that some sentences are joined with conjunctions and that these words vary. They use commas in lists and apostrophes for possession and omitted letters.*

- *The children are taught a range of different sentence types to help cohesion.*
- *The children are taught to use expanded noun phrases in their own writing.*
- *The children are taught to use simple story structures in their own writing.*
- *The children are taught to use story settings from reading e.g. write a different story in the same setting.*
- *The children are taught to write character profiles, using key words or phrases that describe characters or are spoken by characters in text.*
- *The children are taught to write sustained stories using knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story.*

Year Three

- *The children are taught to join sentences using more complex conjunctions (if, so, while, though, since, when) and an increasing range of connectives.*
- *The children are taught to check that their writing makes sense, that they have used full-stops, capital letters, question marks and exclamation marks correctly, that some sentences are joined and that conjunctions vary, that writing is joined correctly and that person verb agreement is correct; children are taught to identify some misspelt words.*
- *The children are taught to begin to organise their own stories into paragraphs.*
- *The children are taught to use speech marks and new line speech and use capital letters to mark the beginning of direct speech.*
- *The children are taught to use reading as a model and to write their own passages of dialogue.*
- *The children are taught to use increased detail to describe characters and known places.*
- *The children are taught to use a variety of beginnings and endings for their own stories, focussing on language to create effects, such as building tension, suspense, creating moods, setting scenes.*
- *The children are taught to collect suitable words and phrases for imaginative descriptions.*
- *The children are taught to write portraits of characters, describing behaviour and characteristics*
- *The children are taught to plan main points as a structure for story writing.*
- *The children are taught to plot a sequence of events modelled on a known story as a plan for writing,*
- *The children are taught to write a story plan for their own myth or*

traditional tale, using a story theme from reading but substituting different characters or changing the setting.

- The children are taught to write alternative sequels to traditional stories, identifying typical phrases and expressions.
- The children are taught to write a first person account e.g. write a character's own account from a story read.
- The children are taught to write more extended stories based on a plan of incidents, using paragraphs to organise the narrative.

Year Four

- *The children are taught to extend texts with adjectives, adverbs, adjectival phrases and simple clauses and to use commas in grammatical boundaries.*
- *The children are taught to understand the significance of word order.*
- *The children are taught to use verbs for effect and write in the present and past tenses.*
- *The children are taught to check that writing makes sense and is coherent, that they have used full stops, capital letters, question marks and exclamation marks correctly, that some sentences are extended, that past and present verb tenses agree and that spelling is correct.*
- The children are taught to use different ways of planning stories e.g. mind-mapping, notes, diagrams.
- The children are taught to plan a story, identifying the stages of its telling.
- The children are taught to write character sketches, focussing on small details to evoke sympathy or dislike.
- The children are taught to link their own experience to situations in historical stories e.g. how would I have responded?
- The children are taught how to develop the use of settings in their own writing, making use of adjectives and figurative language.
- The children are taught to collaborate with others to write stories in chapters, using plans with particular audiences in mind.
- The children are taught to explore the main issues of a story by writing about a dilemma and the issues it raises for a character.
- The children are taught to write an alternative ending for a known story and discuss how this would change the reader's point of view of the characters and events of the original story.
- The children are taught to write their own longer stories in chapters from a story plan.

Year Five

- *The children are taught to extend texts by using an increasing complexity of sentence construction.*
- *The children are taught to use vocabulary to create the desired effect and to extend meaning.*
- *The children are taught to use pronouns clearly so that it is clear to what or to whom they refer.*
- *The children are taught to check that writing makes sense and is coherent, that they have used full stops, capital letters, question marks and exclamation marks correctly, that some sentences are extended, that past and present verb tenses agree, that spelling is correct, that they have used Standard English and vocabulary is appropriate.*
- *The children are taught to set out dialogue correctly and use reported speech.*
- *The children are taught to write new scenes or characters into a story in the manner of the writer, maintaining consistency and style and using paragraphs to organise and develop detail.*
- *The children are taught to write their own versions of themes, myths and fables, using structures and themes identified in reading.*
- *The children are taught to write from another character's point of view, e.g. retelling an incident in letter form.*
- *The children are taught to write in the style of an author e.g. writing on to complete a section, resolve a conflict or writing new dialogue or a new chapter.*
- *The children are taught to write discursively about a novel or story, describing, explaining or commenting on it.*

Year Six

- *The children are taught to use complex sentences by using appropriate clauses and connecting devices.*
- *The children are taught to use independent vocabulary to create desired tone and style.*
- *The children are taught to use passive and active voice.*
- *The children are taught to summarise a chapter in a specified number of words.*
- *The children are taught to check work independently for clarity and correctness.*
- *The children are taught to manipulate narrative perspective by writing in the voice and style of a text, producing a modern retelling or writing a story with two different narrators.*
- *The children are taught to plan quickly and effectively the plot,*

characters and structure of their own narrative writing.

- The children are taught to convey the passage of time in their own story e.g. by using flashbacks.
- The children are taught to use different genres as models for their writing e.g. sequels, different episodes, alternative endings, using appropriate conventions and language.
- To children are taught to study one genre in depth and produce an extended piece of similar writing e.g. for a class anthology, and to plan, revise, redraft and present this paying attention to layout, paragraphing, accuracy of punctuation, spelling and handwriting.
- The children are taught to parody a literary text, describing stock characters and plot structure, language etc.
- The children are taught to write brief, helpful reviews tailored for real audiences.



The Federation of St Giles and St John

Factual Writing



Aims

- *We aim that children have an increasing mastery of the techniques of factual writing as they progress through the school, being able by the end of year six to plan and compose a variety of types of factual text, choose the appropriate style and format, and use subheadings, paragraphs and punctuation effectively.*

To achieve these aims:

- The long term plan provides opportunities for development of factual writing from year to year.
- **In our teaching of factual writing we cover.**
 - **Introductions**
 - **Sequencing sentences and paragraphs**
 - **Headings and subheadings**
 - **Diagrams and photographs**
 - **Captions and labels**
 - **Audience needs**
 - **Note making**
 - **Style of writing**
 - **Types of factual writing**
- In each year group, we draw on the following list of teaching points. The list includes the teaching points from the National Literacy Strategy document. The list also includes the points of punctuation and grammar that are closely linked to factual writing.

Italicised bullet points are generic and apply to all types of writing.

Reception

- *The children are taught to write simple sentences; sentences are the most important model of writing provided by the teacher.*
- *The children are taught to think about what they're going to write before writing and to read their writing back.*
- The children listen to, read and discuss information texts.
- The children use writing in a variety of ways to record their experiences in play situations e.g. lists, signs, menus, letters, labels.

Year One

- *The children are taught to write basic sentences with a variety of beginnings.*
- *The children are taught to focus on appropriate vocabulary.*
- *The children are taught to use capital letters and full-stops.*
- *The children are taught a range of conjunctions to extend their sentences.*
- *The children are taught to consider the needs of the audience.*
- *The children are taught to check that their work makes sense, check that their sentences begin with a capital letter and end with a full stop and check that there are no inappropriate capital letters in the middle of sentences.*
- *The children are taught to write simple reports based on their personal experiences and on their experiences in a variety of subject areas.*
- *The children are taught to write labels for drawings and diagrams and to produce extended captions.*

Year Two

- *The children are given further teaching to consolidate their understanding of the simple sentence and they are taught to extend sentences using a range of conjunctions.*
- *The children are taught to check that their writing makes sense, that they have used full stops, question marks and capital letters correctly in sentence punctuation, that they have used capital letters correctly for names, places and titles, check that their writing is joined correctly and check that some sentences are joined with conjunctions and that these words vary.*
- *The children are taught to sequence sentences using the language of time.*
- *The children are taught to write instructions in the appropriate direct, impersonal register.*
- *The children are taught to make simple notes from non-fiction texts and use these notes for their own writing.*
- *The children are taught to write reports based on known texts, using appropriate language to present, sequence and categorise ideas; they are taught to use headings and subheadings.*
- *The children are taught to write captions, label diagrams and to write their own dictionaries and glossaries.*

Year Three

- *The children are taught to join sentences using more complex conjunctions (if, so, while, though, since, when) and an increasing range of connectives.*
- *The children are taught to check that their writing makes sense, that they have used full-stops, capital letters, question marks and exclamation marks*

correctly, that some sentences are joined and that conjunctions vary, that writing is joined correctly and that person verb agreement is correct; children are taught to identify some misspelt words.

- The children are taught to write instructions in the correct sequence using a range of organisational devices e.g. lists.
- The children are taught to generate ideas by mind mapping
- The children are taught to identify the purpose of making particular notes and to target their audience.
- The children are taught to make simple, clear notes from information texts or from a short talk by identifying key words or phrases, by making use of simple formats such as flow charts and for and against columns and to use these notes for their own writing.
- The children are taught to write simple reports from known information; they experiment with recounting the same information in a variety of ways.
- The children are taught to write messages and letters and to organise letters into paragraphs.
- The children are taught to make alphabetically ordered texts.

Year Four

- *The children are taught to extend texts with adjectives, adverbs, adjectival phrases and simple clauses and to use commas in grammatical boundaries.*
- *The children are taught to understand the significance of word order.*
- *The children are taught to use verbs for effect and write in the present and past tenses.*
- *The children are taught to check that writing makes sense and is coherent, that they have used full stops, capital letters, question marks and exclamation marks correctly, that some sentences are extended, that past and present verb tenses agree and that spelling is correct.*
- The children are taught to improve the cohesion of instructions by the use of subheadings and numbering.
- The children are taught to take notes independently from one source by selecting key words, abbreviating ideas and summarising paragraphs, and to use these notes to write connected prose.
- The children are taught to write a range of text forms including non chronological reports, newspaper reports, explanation of a process and persuasive argument, and to choose the appropriate form independently.
- The children are taught to improve the cohesion of written reports through paragraphing and the use of link phrases and subheadings.
- The children are taught to design an advertisement using linguistic and visual features.

Year Five

- *The children are taught to extend texts by using an increasing complexity of sentence construction.*
- *The children are taught to use vocabulary to create the desired effect and to extend meaning.*
- *The children are taught to use pronouns clearly so that it is clear to what or to whom they refer.*
- *The children are taught to check that writing makes sense and is coherent, that they have used full stops, capital letters, question marks and exclamation marks correctly, that some sentences are extended, that past and present verb tenses agree, that spelling is correct, that they have used standard English and vocabulary is appropriate.*
- *The children are taught to use paragraphs independently.*
- *The children are taught to use the colon and semi-colon accurately.*
- *The children are taught to write and test out instructional texts.*
- *The children are taught to make notes for different purposes.*
- *The children are taught to convert personal notes into notes for use by others.*
- *The children are taught to adapt writing to a variety of readers.*
- *The children are taught to plan, compose, edit and refine non-chronological texts.*
- *The children are taught to draft and write letters for real purposes and to present the finished letter.*

Year Six

- *The children are taught to use complex sentences by using appropriate clauses and connecting devices.*
- *The children are taught to use independent vocabulary to create desired tone and style.*
- *The children are taught to use passive and active voice.*
- *The children are taught to summarise a chapter in a specified number of words.*
- *The children are taught to check work independently for clarity and correctness.*
- *The children are taught to use the conditional voice to construct sentences when making deductions or inferences.*
- *The children are taught to use paragraphs independently, paying attention to sequence and links.*
- *The children are taught to use colons, semi-colons, parenthetical commas, dashes and brackets.*
- *The children are taught to develop the skills of biographical and auto*

biographical writing.

- The children are taught to write in a journalistic style.
- The children are taught to construct an effective argument.
- The children are taught to write a balanced report on a controversial subject.
- The children are taught to choose their own writing formats.
- The children are taught to use skimming and scanning independently when making notes and writing summaries.
- The children are taught to write summaries of books or parts of books, deciding on priorities relevant to the purpose.
- The children are taught to write commentaries or summaries crediting views expressed by using expressions such as the writer says that.
- The children are taught to annotate passages in detail in response to specific questions.
- The children are taught to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form.



Aims

We aim that children enjoy reading poetry and listening to poetry read to them, and that they understand that poems have a range of meanings and demand a personal response.

- We aim that children learn to appreciate the word sounds, word meanings, word rhythms, story element and form of the poems they read and hear.*
- We aim that children understand and use correct terms in poetry.*
- We aim that children learn to write rhymes, parts of poems and full poems of different types, by the end of year six being able to write a variety of types of poem which they can refine and polish.*

To achieve these aims:

- We read poems to and with children on a regular basis as part of guided reading and in reading to the whole class during lessons or at the end of the day.
- Our main emphasis in teaching poetry reading is to cultivate individual and shared responses to poems by asking open-ended questions that invite the children to attend to the words, form and meanings of the poem. Examples of questions are
 - What words, phrases or lines stood out when you were reading/listening?
 - What do you notice about the way the words are laid out?
 - Do you notice any patterns?
 - What effects does the shape of the poem have on you?
 - What is the writer describing-on the outside/ on the inside of him/herself?
 - What feelings are conveyed by the poem? Do you share them?
- We teach some of the specific terms and techniques used in poetry so that the children learn how the poet achieves particular effects, covering and using the range and progression in the National Literacy Strategy.
 - Alphabetical poems.
 - Repeated pattern
 - Rhyme
 - Rhythm
 - Alliteration and assonance

- Verse
 - Nonsense, tongue-twisters and riddles
 - Shape poems
 - Non rhyming poems
 - Expressive verbs, nouns, adverbs and adjectives
 - Layout of text
 - Punctuation in poems
 - Simile and metaphor
 - Chorus
 - Couplets
 - Half-rhymes and internal rhymes
 - Ballad, sonnet, rap, elegy, narrative poem.
- The content of our poetry writing skills builds up from year to year (see appendix 1.)
 - The National Literacy Strategy guidelines by year group are given as a guide to content of teaching.

Resources

- To rhyme or not to rhyme by Sandy Brownjohn.
- Folens essential guide to poetry.
- Words with wings by Moira Andrews.
- The Key Stage 1 and 2 Poetry Pack by Alan Peat.

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Appendix 1

Glossary of useful terms:

Adjective	An adjective is a word that describes somebody or something. Adjectives either come before a noun, or after verbs such as <i>be</i> , <i>get</i> , <i>seem</i> , <i>look</i> .	A busy day lovely shoes
adverb	<ul style="list-style-type: none">• Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence.• Many adverbs are formed by adding -ly to an adjective.• Adverbs tell us how, where, when and how often.	I really enjoyed the party. Slowly, happily, carefully Here, there, outside, now, yesterday, regularly
Apostrophe	A punctuation mark used to indicate either omitted letters or possession	I'm, they've, we're, would've, she'll who's My mother's car The dog's tail A week's holiday
Article	Articles are a type of determiner. A, an and the are articles A (an before a vowel) is the indefinite article The is the definite article	
Clause	A group of words that expresses an event (she drank some water) or a situation (she was thirsty). It usually contains a subject (she) and verb (drank/was). A sentence is made up of one or more clauses. A main clause is complete on its own and can form a complete sentence. A subordinate clause is part of the main clause and cannot exist on its own.	It was raining (1 clause) It was raining <u>when we went out.</u> (subordinate clause is underlined) <u>Although it was cold,</u> the weather was pleasant enough.

<p>Conjunction</p>	<p>A word used to link clauses</p> <p>There are two kinds of conjunction:</p> <ul style="list-style-type: none"> • Co-ordinating conjunctions (and, but, or, so). These join two clauses of equal importance. • Subordinating conjunctions (when, while, before, after, since, until, if, because, although) These go at the beginning of a subordinate clause. 	<p>It was raining but it wasn't cold.</p> <p>Do you want to go now or shall we wait a bit longer?</p> <ul style="list-style-type: none"> • We were hungry because we hadn't eaten all day. • Although we'd had plenty to eat, we were still hungry.
<p>Connective</p>	<p>A connective is a word or phrase that links clauses or sentences. Connectives can be conjunctions (e.g. but, when, because) or connecting adverbs (however, then, therefore)</p>	<p>First of all, I want to say...</p>
<p>Determiner</p>	<ul style="list-style-type: none"> • Determiners include many of the most frequent English words e.g. the, a my, this. • Determiners are used with nouns and they limit the reference of the noun in some way. • They can also be used as pronouns. When used as pronouns they are not followed by a noun. 	<p><u>This</u> book</p> <p>I've got <u>some</u></p>
<p>Direct and indirect speech</p>	<p>There are two ways of reporting what somebody says, direct speech and indirect speech.</p> <p>In direct speech, we use the speaker's original words (as in a speech bubble). In text, speech marks ('...' or "...") - also called inverted commas or quotes) mark the beginning and end of direct speech:</p> <p>In indirect (or reported) speech, we report what was said but do not use the exact words of the original speaker. Typically we change pronouns and verb tenses, and speech marks are not used:</p>	<p><i>Helen said, 'I'm going home'. 'What do you want?' I asked.</i></p> <p><i>Helen said <u>(that) she was going home</u>. I asked them <u>what they wanted</u>.</i></p>

<p>Noun</p>	<p>A noun is a word that denotes somebody or something.</p> <p>Many nouns (countable nouns) can be singular (only one) or plural (more than one).</p> <p>Other nouns (mass nouns) do not normally occur in the plural.</p> <p>A collective noun is a word that refers to a group. Although these are singular in form, we often think of them as plural in meaning and use them with a plural verb. For example, if we say <i>The team <u>have</u> won all <u>their</u> games so far</i>, we think of 'the team' as 'they'</p> <p>Proper nouns are the names of people, places, organisations, etc. These normally begin with a capital letter:</p> <p>Noun phrase is a wider term than 'noun'. It can refer to a single noun (<i>money</i>), a pronoun (<i>it</i>) or a group of words that functions in the same way as a noun in a sentence.</p> <p>Similarly, a noun clause functions in the same way as a noun. For example:</p>	<p><i>My younger <u>sister</u> won some <u>money</u> in a <u>competition</u>.</i></p> <p><u>Sister/ sisters</u> <u>Party/parties</u></p> <p><u>butter, cotton, electricity, money, happiness.</u></p> <p><u>crowd, flock</u></p> <p><u>Amanda, Birmingham, Microsoft, Islam, November.</u></p> <p><u>a lot of money my younger sister a new car</u> <u>the best team in the world</u></p> <p><u>The story was not true.</u> (noun) <u>What you said was not true.</u> (noun clause)</p>
<p>Preposition</p>	<p>A preposition is a word like <i>at, over, by</i> and <i>with</i>. It is usually followed by a noun phrase. In the examples, the preposition and the following noun phrase are underlined:</p> <p>Prepositions often indicate time (<u>at midnight/during the film/on Friday</u>), position (<u>at the station/in a field</u>) or direction (<u>to the station/over a fence</u>). There are many other meanings,</p>	<p><i>We got home <u>at midnight</u>.</i> <i>Did you come here <u>by car</u>?</i> <i>Are you coming <u>with me</u>?</i> <i>They jumped <u>over a fence</u>.</i> <i>What's the name <u>of this street</u>?</i> <i>I fell asleep <u>during the film</u>.</i></p>

	<p>including possession (<u>of this street</u>), means (<u>by car</u>) and accompaniment (<u>with me</u>).</p> <p>In questions and a few other structures, prepositions often occur at the end of the clause:</p> <p>In formal style, the preposition can go before <i>whom</i> or <i>which</i> (<i>with whom, about which</i> etc):</p> <p>Many prepositions (e.g. <i>on, over, up</i>) can also be used as adverbs (without a following noun or pronoun):</p>	<p><i>Who did you go out <u>with</u>?</i> <i>We haven't got enough money to live <u>on</u>.</i> <i>I found the book I was looking <u>for</u>.</i></p> <p><i><u>With whom</u> do you wish to speak?</i></p> <p><i>We got <u>on</u> the bus.</i> (preposition - followed by a noun phrase) <i>The bus stopped and we got <u>on</u>.</i> (adverb - no following noun or pronoun)</p>
Pronoun	<p>There are several kinds of pronouns, including:</p> <ul style="list-style-type: none"> • personal pronouns • possessive pronouns • reflexive pronouns • indefinite pronouns • interrogative pronouns • relative pronouns <p>Pronouns often replace a noun to enable us to avoid repetition.</p>	<p><i><u>I</u> like <u>him</u>.</i> <i><u>They</u> don't want <u>it</u>.</i></p> <p>Is this book <u>yours</u>?</p> <p>Enjoy <u>yourselves</u>!</p> <p><i><u>Someone</u> wants to see you about <u>something</u>.</i></p> <p><i><u>What</u> happened?</i></p> <p>The thing <u>that</u> annoyed me was...</p> <p>I saw your father but I didn't speak to <u>him</u>.</p>
Sentence	<p>A sentence can be simple, compound or complex.</p> <ul style="list-style-type: none"> • A simple sentence consists of one clause • A compound sentence has two or more clauses joined by <i>and, or, but</i> or <i>so</i>. The clauses are of equal weight. • A complex sentence consists of a main clause which itself includes one or more subordinate clauses. 	<p>It was late.</p> <p>It was late but I wasn't tired.</p> <p>Although it was late, I wasn't tired.</p>

Verb	<p>A verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a "doing" or "being" word. Sometimes two or more words make up a verb phrase.</p>	
Word class	<p>The main word classes are:</p> <ul style="list-style-type: none">• verb• noun• adjective• adverb• pronoun• determiner• preposition <p>A word can belong to more than one word class e.g. play (verb or noun)</p>	